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ABSTRACT

This is a report on a conference series on teacher education and school integration in Atlanta, Georgia. Information on the most recent conferences since May, 1969, are also included. These conferences are held to have afforded the opportunity for many people to understand and profit from the mistakes and successes of others. Recommendations include: (1) sensitivity training for teachers; (2) curriculum relevance; and, (3) cooperation among black and white colleges. Many participants believed the conferences to be good learning experiences. [Not available in hard copy due to marginal legibility of original document. Also, several pages of a questionnaire have not been photographed because of their poor quality typeface.] (Author/JW)

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TEACHER EDUCATION AND SCHOOL INTEGRATION

A Conference Series

FINAL PROJECT REPORT

July 1, 1968 - June 30, 1969

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Submitted by

James M. Hale, Director
Teacher Education and School Integration

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Teacher Education
and
School Integration

A Conference Series

AN EMORY UNIVERSITY PROJECT IN COOPERATION WITH THE INSTITUTE FOR SERVICES TO EDUCATION AND THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS, NATIONAL EDUCATION ASSOCIATION. (FUNDED BY THE UNITED STATES OFFICE OF EDUCATION)

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The second half of this project report (immediately following the blue sheet) consists of a proposed document developed by members of the TESI Advisory Committee. It is a synthesis of many of their concerns relating to school integration problems.

James M. Hale

James M. Hale
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TEACHER EDUCATION AND SCHOOL INTEGRATION

INTRODUCTION

> "What am I going to teach them?
> What do I really have to say to
> them? What do I really have to
> say to these kids and their problems?"

The implications of the above quotation are frightening when one hears these sentiments repeatedly from white and black educators from Mississippi to Virginia. The southern states, by no means, are alone in this predicament; but the Teacher Education and School Integration Conference Series was limited to the eleven southern states, and it is this locale that this document will deal with.

Why Teacher Education and School Integration? Are these two issues related, and if so, what is the relationship? Everyone knows that the key to any successful teaching is classroom rapport, and without good rapport, no successful teaching will exist. So the real issue in this time of "giant steps for mankind," is how do we continue to prepare students, both black and white, for such adventures when teachers feel that they have nothing in common with the students seated before them.

Two very real problems exist in today's educational world: the problem of racial discrimination and the problem of class discrimination. Teachers must be prepared to face these issues in their classes before they can ever get to the educational essentials of reading, writing, and arithmetic.

Teachers must also be capable of promoting good student-student relationships. If teachers can identify, on the Problem Census, examples of overt and hidden discrimination among students, then they must accept the responsibility for destroying these elements. No teacher can afford to allow students to feel that they are not a part of the real school community, totally and without condescension.

The school has a moral as well as educational responsibility for all students enrolled. Every student enrolled in a school should have the protection of knowing that they can participate in the total school program without having to accept symbols and manifestations that are demeaning to them. For this reason, sensitivity training is not only essential to teachers, but even more for policy makers: principals, supervisors, superintendents, and teacher education personnel.

School systems all over the South are now facing the realities of school desegregation with varying degress of compliance. Fears, apprehensions, and general ignorance have been manifested in dialogue with members of these communities. Some outlet and clearing house must be made to people who are asking for help. These Teacher Education and School Integration Conferences have afforded opportunity for many people to understand and profit from the mistakes and successes of others. Some type of program must be developed for these people if successful school desegregation is to be achieved.

The following recommendations are directly related to data and dialogue from the Teacher Education and School Integration Conferences:

1) Students planning on a teaching career should have earlier and more varied teaching intern programs geared to working with different racial, ethnic, and income students. This would help to counteract the long history of separatism, insularism, and isolationism of teachers confronted for the first time with students of another background.

2) Colleges should extend their responsibility for the education of teachers beyond graduation by co-operating with school districts in programs of in-service education relevant to the desegregated school.

3) Sensitivity training should be a large part of pre-service and in-service training for teachers, administrators, and aides. This could be handled through large conferences of people or through individual school in-service programs.

4) Curricular materials should be relevant for all racial, ethnic, and income groups. This would counteract the complaint that instructional materials used do not relate to the students being taught.

5) Special courses should be provided in both pre-service education and in-service education in the history, sociology and psychology of minority groups and the legal, social, and economic aspects of school integration.

6) One-way desegregation, including the closing of Negro schools, and the bussing of Negro children only, has deep implications for disturbances and impending disaster. Some way of achieving integration without demeaning one race should be developed. This would help prevent in the South, demonstrations and violence that the North and West are experiencing.

7) Cooperation among neighboring colleges which are predominantly white or predominately Negro should be fostered for joint seminars, panels, professor and student exchange programs, integrated pairing for student teaching, and similar programs. This would provide for experiences with members of a different race before classroom confrontation.

8) The school should accept the moral responsibility of being more than a physical structure, but for involving all students in its entire program. This would especially include social and extra-curricular activities.

9) Personnel transfers and exchanges must be done on an even basis. Special attention should be given to communities where black administrators are being displaced and where poor white teachers are exchanged for good black teachers.

TEACHER EDUCATION AND SCHOOL INTEGRATION

FINAL REPORT

Two Teacher Education and School Integration Conferences have been held since the Progress Report of May, 1969. (A copy of this report is in the Appendix.) These conferences were May 15-17, at the Mather Lodge at the Petit Jean State Park, Arkansas and June 12-14, at the Hilton Inn in Atlanta, Georgia. This report will also include data and information from two previous conferences which were not available in time for inclusion in the Progress Report. These two conferences were March 13-15, at the Continental Houston Motor Hotel in Houston, Texas and April 24-26, at the Statler Hilton Inn in Nashville, Tennessee.

The Houston, Nashville, and Petit Jean Conferences followed the format outlined in the May, 1969 Progress Report. The Atlanta Conference will be described separately, because of the difference in makeup and format.

This document will follow the same structure as the Progress Report of May, 1969, in order to provide continuity in reporting. The instruments described in that Progress Report were used to secure the data that will be reported in this document.

Participants at these conferences responded much the same as the responses reported in May. The long history of separatism, insularism, and isolationism is obviously responsible and liable for many of the problems inherent in the desegregation of public institutions. A white teacher in Jacksonville reports how this history affected her:

> "When I come to these kinds of conferences. I feel like a fish out of water. I'm southern, and when I hear some of these people who come from the North who don't recognize any prejudice, I feel sort of out. I'm a convert, you might say. Ten years ago when I was teaching in Atlanta and we were threatened with desegregation, we were gonna plan a new school and have a private school. I made plans. I was gonna have nothing to do with integration. It kind of surprises me to find that I'm in this kind of situation now. I'd like to tell you why I came about this way. First, my background has very little racial prejudice in it, even though I was raised as a southern white woman. I am the 'flower of the Southland,' my college Alma Mater says so, and I sang it. So, I come with less prejudice, probably, than most southerners. I think that my first experience with educated and intelligent Negroes came about at Jacksonville University. It was the first opportunity that I had to meet and talk with Negroes whom I considered

> to be my educational equals. Not social equals, not yet; but at least they were on the same educational level. And as I met the teachers last year during the teacher walk-out, hearing their views and their complaints, I have begun to understand what the white man has done to the Negro, and I'm not very proud of it. In my school experience last year, we had about 700 students, 35 of who were Negro. I went to the principal before the school opened and asked that I be given a situation in which the majority of my students were Negro because I felt that I could work with them. I was given five students. The first and second day as I looked up from my desk and looked up from my roll book and saw those five black faces, it was a shock. But, after a few days the color disappeared. So you see I'm coming around, and I'm the kind of person who needs to be reached. It's the southern white person who has to be converted. So I think TESI is doing a very good job."

51% of the Houston respondents felt that the problem in desegregated staff relationships stemmed from stereotypes and misunderstandings of different backgrounds and cultures. 41% of the Nashville respondents echoed this statement, as did 50% of the Petit Jean participants. Some views expressed were:

> "The lack of ability for races to accept each other on a professional basis."
>
> "Whites feel Negroes are inferior."
>
> "Complete lack of communication among teachers of opposite races."

Justification for conferences such as the Teacher Education and School Integration conferences, both on the pre-service level and the in-service level, can be based on this data. 31% of the Houston participants said that being associated with educated people of different races, was the learning experience of most value at the Teacher Education and School Integration Conference. 34% of the Nashville participants gave the same answer, and 34% went even further to add that the exchange of feelings and concepts after conference hours was most beneficial to them. Related to this is data taken from the first question on the Problem Census about staff relationships. 23% of the Nashville respondents said that pressures from family and friends would discourage any acceptance of a member of a different race on a professional basis. The implication here is that the pressures stem from stereotypes.

Dialogue from a white student teacher in an all Negro high school, from one of the panel discussions, is very enlightening:

> "I find that immediately upon entering the faculty lounge the conversation is inhibited. There is a lot of coldness, especially from one of the counselors. He is very reluctant to talk to me. For one thing, he won't talk about the children's environmental problems. Well, I think they consider me the white liberal type of guy who comes into the school and has decided, well you all don't know how to do it right, so I'm gonna show you how."

This same student teacher goes further to discuss his problems with the students that also result from insularity and isolation:

> "What does a white college student like me have to say to an eighth grade black kid? We don't have the same background, we don't do the same things. So this is a problem of what to teach and what to say when I let myself get off the subject. It is a problem of my middle class values....I am not completely sure if I can be relevant to them. Also, I guess my real test came last week when the teacher was gone becuase he had been hit in the eye by one of the students. He was out for three days of this week and it was Negro History Week, and here I am in an all black school and a white person trying to teach Negro History, and I was not at all prepared for it. Of course, I encountered a lot of trouble during my first period, my juvenile delinquent period of very culturally deprived children; where I think that there

is only one student who has a male in the home and he is not the father of that student. And this is out of 33 children. They're just in terrible shape. I encountered the problem in their class that they didn't care about the people in Negro History that were important. In the fourth period, I ran into another problem. I said that it was Negro History Week, they said, 'okay, then we are going to study Negro History. Are you going to tell us that our History is different from your History? What is this separate but equal Histories?' Another girl got up and said, 'what are you teaching us Negro History for? Where did the Negroes come from anyway?' So I reached back in to my wealth of knowledge from Geography 101 and pulled out the theory of the origin of the races, about the sun rays and equator and things like that. I taught the one about the Negro people being more suited to living in certain climates and the white people were not; and they were the weaker ones and they were eliminated down near the equator and vice versa up North. One girl stood up in the back of the room and started yelling, 'are you trying to tell me that my skin is thicker than yours?'; and I said, no, it's not thickness, the whole thing is color, you see, color. All I encountered was hostility and I had to explain that my history was different from their history. And I thought that I was going to be teaching something relevant, something they could draw some knowledge from, and it didn't work too well.

> What am I going to teach them? What do I really have to say to them? What do I really have to say to these kids and their problems?"

This lengthy account of the student's panel presentation was stated here because it reflects so much of what we've heard at these Teacher Education and School Integration Conferences. Severe problems are manifested in this intern's delivery, not only with staff relationships, but even more dangerously, with teacher-student relationships. It may be wise to point out that this student was not an undergraduate student-intern, but a (MAT) Master of Arts in Teaching intern. Even so, his lack of awareness and sensitivity may not be as damaging in the role of a student-intern as that of the white classroom teacher who solicited the aid of a Negro co-worker in staging a minstrel show in an integrated school. The Negro teacher, in question, states:

> "My integrated situation has taught me that many times people will be insincere. For example, the attitude, 'well, my best friend is a Negro'. I let them know from the beginning that they should be sincere. If you don't like me, then stay away. I think this has helped a lot in their attitudes towards me. I have not had any unusual trouble with faculty members, but I think that their backgrounds have been that most of them have not been in contact with Negroes before. They ask

> very naive questions, and they sometimes make me very angry with these questions. But, I'm not hostile; they are not arrogant questions. Well, they say things like, 'you don't look like a Negro'. I ask them, well how is a Negro supposed to look? 'Well, you don't talk like one and you don't look like one.
>
> One of the teachers wanted to give a minstrel show at the school, and I was kind of stupid because I did not know what it was, so I said okay. I went home and told my husband about it and he told me what it was, so I went back and told her it wouldn't be a very good idea at all, because it was something the white man invented to make fun of the Negro and I would not appreciate it, and I was sure the Negro students would not, also."

A minimal knowledge of American Negro History, on the part of white teacher, would have taught her that such a performance would be demeaning to the Negroes in this school and could have fostered unpleasant demonstrations and hostile feelings. In light of the militant movements and black awareness, a minstrel show could have been the "straw" to precipitate untold damage, not only to the student-teacher relations, but to student-student relations and even to the physical unit as well.

Responses from the Incident Response Sheets also revealed a very latent awareness of sensitivity. In response to the question, "what is the complaining teacher's problem," (the incident was described in the Progress Report); 9 out of 20 responses from white teachers at the Biloxi Conference said that the Negro teacher was *overly sensitive*. Interestingly enough, none of the 7 Negro teachers gave this response. 9 out of 19 white teachers at the Atlanta Conference also gave this response. Only 2 out of 31 Negro teachers mentioned that the Negro was *overly sensitive*. One white teacher at the Jacksonville Conference said, "I don't understand the Negro teacher's distaste for nigra. I always use that term, and I don't mean any harm to them."

The real problem is, then, a serious breach in communication will continue if the Negro teachers feel that *certain symbols and language are demeaning*, and white teachers feel that Negroes are *overly sensitive*. The problem is not a matter of which group is right, the problem is not even that whites offend Negroes intentionally; the problem is that communication barrier do exist, and will continue to exist as long as people are not made aware of other's feelings. It is, therefore, imperative that some sensitivity training take place both in pre-service and in-service education.

From the dialogue reported by the MAT intern, it is also obvious that there are definite strains in teacher-student relationships. Various reasons have been given for this. The *fear of disciplining a child of another race*, was cited by 14% of the Houston respondents, 40% of the Nashville participants, and 15% of the Petit Jean respondents. In most cases, this was explained as *parents don't want teachers of the opposite race to discipline their children*. *White students don't respect Negro teachers*, was cited by 9% of the Houston respondents, 16% of the Nashville respondents, and 5% of the Petit Jean respondents.

Student-student relationships are not as they should be in many instances. Here again, parents are often blamed for the strains in these relationships. 23% of the Houston participants said that *the children bring their prejudices from home*. This was echoed by 21% of the Nashville respondents and 15% of the Petit Jean respondents. The dichotomy between class-room integration and social participation seems to be the greatest problem, however, in student-student relationships. This should be expected since many schools call their teams, "The Rebels," and their queens, "The Southern Belles". Negro students will continue to exclude themselves from such organizations, coupled with the isolation that comes from their white peers. 34% of the respondents at the Houston Conference cited Negroes are excluded from extra-curricular activities. This same response was given by 27% of the Nashville participants and 10% of the participants at Petit Jean.

Related to this, is the concern that Negro students are resegregating themselves. This was mentioned by 17% of the participants at Houston, 34% at Nashville, and 15% at Petit Jean. This is explanable in terms of the concerns of the participants about one-way desegregation. Inevitably, Negro students are the minority group in any desegregated situation. White parents, by and large, have refused to send their children to formerly all Negro schools. Statistics from our data support this statement: 24% of the Biloxi respondents, 6% of the Atlanta respondents, 21% of the Richmond respondents, 29% of the Jacksonville respondents, 34% of the Columbia respondents, 24% of the Houston respondents, 49% of the Nashville respondents, and 20% of the Petit Jean respondents attest to this fact. Related to these data is the fact that Negro schools are usually the ones to be closed, for desegregation. A report from a Negro panelist concerning the feelings of the Negroes in a small South Carolina community in which the Negro High School is being closed to foster desegregation, brought remarks of surprise from the white participants who had not stopped to think of the traditions and feelings that this segment of the community felt. This pattern, of course, is not unique or indigenous to that particular South Carolina community. Thus, what these communities and school leaders consider a "giant step forward", in desegregation could result in open confrontation because of their ignorance of the feelings of the blacks in the community. Statistics from each of the nine Teacher Education and School Integration Conferences reveal this as a very "sore spot" in community relations.

Offensive name calling, is another problem among the students, and in no instance was this blamed on Negro students. 34% of the participants at Nashville mentioned this, 3% at Houston, and 15% at Petit Jean. An example of poor student relationships was cited by a Negro teacher in his panel presentation:

> "Can you imagine a white club initiation in which only the upper grades were able to participate in order to exclude Negroes? The initiation consisted of the white girls who were being initiated dressed like old plantation mammies with the tiny little pigtails all over their heads, and cotton in their hair and with blackened faces. And the white kids wondered why the Negro students resented it"........

Community relations and school system organizational policies have already been discussed in part in terms of the closing of Negro schools. However, the participants' concerns also deal with the problems of personnel. Some problems listed were:

> "Negro administrators are being displaced."
>
> "Siphoning off the best Negro teachers without replacing at par value."
>
> "Failure to promote capable Negroes."
>
> "Assigning minority staff members to non-academic areas such as Physical Education, Typing, etc."
>
> "Team teaching is used in elementary schools because they do not want white parents to say their children are in a Negro teacher's room all day."
>
> "Reluctance of white teachers to work under Negro principals."
>
> "Creation of titles for former Negro principals."

Up to this point, the report has dealt with School Integration, but the title of this conference series indicates that our purpose has been twofold. Teacher Education is the key to successful School Integration. As was stated in the Progress Report, we have defined Teacher Education as more than a college or university pre-service responsibility. It is the responsibility of both the university and the school system; it should extend over a period of years which includes formal study and practicum, clinical and internship experiences, and in-service training. The implications that we have received have indicated to us that the level of both pre-service and in-service teacher education is at a low ebb in terms of relevance for today's schools. A Nego TESI Alumna, first year teacher, in an integrated school reports:

> "The only thing in my college training that related to integration and integrated schools came from this conference when I was a student-- books. All of this was, of course, theory. The only practice I had before our student teaching was done in the Negro schools, and so when I went into this integrated situation this was the first time. Thank goodness, it wasn't too bad. I didn't encounter too many problems."

An experienced Negro teacher transfered to an integrated school reports:

> "The teachers involved in this school were almost fifty/fifty Negro to white teachers. At the

beginning of school, we had no means to assimilate the two groups. There were no workshops. It was all cut and dried. The objectives and the whole bit, the philosophy and the whole thing. This was a bad start. Basically we all had our little personal inhibitions about various problems, etc. Now at the beginning of the program, I'm sure that the white teachers were of the opinion that they would be working with a majority of white children. But due to the transmitting of different things taking place there, the white parents removed their kids from the school. Now this left the white teachers in a precarious position. They felt that they could identify with the white children, but now they had to contend with Negro children and this created a real problem. Part of the problem stems from the fact that they were now working with children with lower socio-economic backgrounds. Having had no previous identification with such children, it was very difficult to identify with their needs. As a result of that, we had a number of discipline problems........

This principal went on a sabbatical leave, and as a result of it we received another white principal, male and in my opinion, I consider this person to be a "change agent," and as a result of it, it brought about a different perspective for the total school program. We still had all Negro students in the school and we still had our integrated faculty. But, the first thing he did

> when he came was to involve expertise in the various fields of group dynamics, interpersonal problems and relations. We had various in-service training programs where we could sit down and air out various disciplinary problems, strong words, the whole bit; we talked about it, and we just let it 'all hang out', and we identified problems as the problems were. I might say one thing, that by interchanging ideas we got to know the children together and to help each other. It was by no means a panacea, but there was some relief. The in-service training really saved our school year."

A first year white TESI Alumnus reports:

> "My student teaching experience was in an all Negro school here in the city. It was a federal project, a demonstration and research center, early education. The faculty was predominantly black. The children were all black coming to us from a housing project. My class this year is all white, fifth grade, and the faculty I teach on is predominantly white; for the first time in the history of the school we have our first Negro teacher....
>
> I'm grateful for the training I received at Peabody. I did not have too many professors on that campus who told me to meet individual needs that I did not feel were trying to meet my individual needs. I do feel, however, that I needed more practical experience. I feel that my

> history courses could have been more oriented towards Negro contributions to society. I feel, too, that given the situation that we find ourselves in today with reference to various educational backgrounds, that our colleges need to be doing more for the concept of individualized instruction. In my own classroom this year, although I'm teaching white children, there are 30 individuals in that classroom with varying backgrounds; IQ scores that range from 63 to 162."

A Negro experienced teacher reports:

> "I took a Negro History course last summer. I didn't even know there was such a thing as Negro History Week. And, so I came back to school with a lot of ammunition. I had about $75.00 worth of Negro History books, and I have used them as reference books for the students. I have also taken my curriculum materials from them. I've used records and pictures and I've allowed the students to use these, also. The other teachers in my team were given the materials, and although they haven't had any training in Negro history, they are very willing to teach it."

From these remarks, it is obvious that teacher education programs are not facing two very real problems in our educational systems today; the racial problem and the problem of different classes. All of the problems encountered have not been racial ones, but problems of teachers relating to students of another class. As stated in the Progress Report, most of our conference participants have suggested that one solution to these two problems is to have earlier and more varied experiences for students preparing for a teaching career. If this is not done, then the school systems must arrange sensitivity training and in-service programs relevant to the present issues. Some efforts must be made to correct the training of teachers, if the education of our young is to be the most meaningful possible.

We have analyzed and grouped the problems that our participants have aired. The next step seems to be how to involve more people in this type of training. One solution would seem to be having conferences for principals, supervisors, superintendents for personnel, and teacher education personnel -- those people working most directly with and responsible for classroom teachers. Whatever is done, the real issue is that something must be done to save the southern states from the revolts and problems that the northern and western states have experienced in the last two years. Prevention is much better than correction, and less costly, too. Hopefully, something will be done.

The Atlanta Conference is given special mention here because of the difference in format and make-up. Most of the participants at this conference had attended one or more of the Teacher Education and School Integration Conferences. The Atlanta Conference, being the last in this series, served as a type of evaluation conference. At the same time, a special group of teacher educators (Identified in the Appendix), were invited to summarize their perceptions of the Teacher Education and School Integration Conference Series. These summaries will be published as a separate document.

A special feature of the Atlanta Conference was a preview of a new set of simulated experiences developed by Dr. Frederick P. Venditti, featuring secondary school problems. Since this series is not yet complete, no data was secured from the incidents, although the same procedure for securing data was used with the participants.

Reports were made by Teacher Education and School Integration Alumni as to activities their school systems and/or colleges had iniated as a result of their attendance at the conferences. Time was alloted for an exchange of ideas that could be used at other institutions and methods for carrying them out.

APPENDICES

PANELISTS

NASHVILLE

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Apollo Junior High School
Nashville, Tennessee

Mr. Dolphus Spence
Coordinator for Cultural Arts
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PROGRESS REPORT

The Teacher Education and School Integration Conferences for 1968-69 have been different, and as expected, have produced different and more measurable results. We have left the campus target and moved to the school districts to ask, "what needs to be done next, to effectuate an integrated school system with success?".

The participants have been administrators, teacher education professionals, and inservice teachers--recent, experienced and alumni of Teacher Education and School Integration Conferences from 1967-68.

In addition to the goals specified in the original proposal, another set of conference goals were identified at the Atlanta Planning Conference held September 19-21, 1968 at the Hilton Inn.

1. To assist and encourage needed reforms in teacher education;
2. To identify programs and projects, etc., that could be engaged to implement necessary reforms in teacher education;

a) What training needs are there for clarification of social values?

b) Are there unique psychological pressures involved in teaching in an integrated school?

c) What kinds of collegiate training and experiences can be provided to prepare the teacher for the demands of a desegregated school?

3. To evaluate ways in which teacher education programs can introduce the student to the resource materials in subject matter, curriculum development, and allied materials that relate specifically to the integrated school;
4. To identify ways in which the teacher education programs in colleges can prepare students to cope with community intransigence, professional rigidity, and customs in effecting new measures in desegregation and reactions to iconoclastic measures; and
5. To inculcate professional responsibility to colleges who are a part of the process of a desegregated faculty.

To gather concrete data for the specific goals, instruments were designed and used, and their analyses will relate directly to goals previously mentioned.

The Problem Census (copy in appendix) has been used at the beginning session of each conference. This is a written questionnaire filled out by all participants at that session. It focuses on problems stemming directly from desegregated school situations or from the anticipations of persons about expected problems, if they are not now in a desegregated school situation. A partial analysis of problem census data has been completed. The analysis will show changes in problem emphasis. They compare the concerns of teachers in different locales to see if they are shared by administrators and teacher education personnel.

The Incident Response Sheets (copies in appendix) are filled out individually on the basis of the viewing of a simulated role play situation which stimulates participants to deal with a "problem" in a desegregated school. Essentially, the participants view a short open-ended classroom or school building incident of one to three minutes. They are asked to define the problem and suggest courses of action. Dr. Frederick P. Venditti, Director of the Educational Opportunities Planning Center, University of Tennessee, Knoxville, Tennessee, developed and produced these incidents.

Following small group discussions about the filmed incidents, there are reports from the group discussions of incidents. These reports have resulted in excellent discussions of the kinds of problems which can develop in a desegregated school between teachers and teachers, teachers and students, principal and teachers, and which can grow out of an inadequate curriculum on certain topics. Questions are posed about the training implications of the problems, i.e., what kind of training would have improved coping abilities. Guides are given to discussion leaders in these groups to maximize both problem uncovering and training implications.

An experienced teacher and administrator panel has also been used at the conferences. These teachers are teaching in schools where the student body and/or the faculty has been desegregated. Teacher Education and School Integration Alumni have been used on most of these panels in locales nearest their present employment.

Since beginning teachers are not likely to be able to plan out in detail the reform implications of their experiences, a skillful moderator has been used to ask a series of questions of the panelists, designed to illuminate the competencies, knowledge, values, and attitudes their training did or did not give them. Dr. Elias Blake, Director of Evaluation for the Institute for Services to Education in Washington, D. C., and Dr. Samuel D. Proctor, Former Director of the Teacher Education and School Integration Conferences, now Professor of Foundations of Education at Rutgers-The State University, New Brunswick, New Jersey, have served as moderators for these panels. (Panelists are identified in appendix). All panelists are asked t share candidly their experiences as they relate to our topic, and to include the following topics in their presentation: discipline, parental relations, social contacts beyond the school, extra-curricula social activities, public relations, and co-curricula activities. They also give their views on implications for the training of teachers that they see from their experiences in a desegregated school situation; or in the case of Teacher Education and School Integration Alumni, they are asked their views on how they could have been better prepared for teaching in a desegregated school by their teacher education departments.

Dialogue is also secured from reports from geographic groups. In the small group discussions following the filmed incidents, groups have been of arbitrary design to enhance the analysis of problems and the exchange of ideas. Now persons from close geographic proximity, including teachers, administrators, and teacher education personnel, are grouped together. The goal is to work out cooperative relationships with implications for improving the ability of school personnel to cope with the problems opened up by the filmed incidents which tend to have shifted to real problems from the experiences of the participants very early. Special written instructions (copy in appendix) are given to each participant to emphasize the following points:

1. What kinds of programs already exist in the colleges or systems which deal with problems of desegregation?
2. What are the possibilities for colleges and systems to get involved in on-going programs or to develop similar ones?
3. What kinds of cooperative arrangements can be outlined for possible implementation, e.g., (a) conferences between teacher education and school system personnel on

training of teachers; (b) new patterns of placements of practice teachers; (c) inservice programs involving graduates of different institutions at a single site, e.g., Millsaps (white) and Jackson State (Negro) graduates teaching in the Jackson, Mississippi area--patterned after the Teacher Education and School Integration Conferences; (d) listing of resource persons available in the area with specific competencies and planning probable vehicles for their use before or after graduation including State Equal Educational Opportunity Centers with resources for teacher training relating to desegregation?

4. What are some long and short range changes needed in teacher education? The emphasis would be on programs involving pooling of existing resources versus requiring new financial resources of an extensive sort. The groups would, at the very least, try to plan some future contacts and an agenda for those contacts especially in neighboring systems or within single systems.

An Evaluation Questionnaire (copy in appendix) is used by all participants at the end of the conference. Participants review experiences and identify effective and ineffective parts of the conference and comment on what they view as effective or ineffective. These comments yield excellent insights into needed reforms in teacher education and into the effectiveness of this type of conference; having participants begin to plan together courses of action responsive to change.

Conferences this year have been held, September 19-20 at the Hilton Inn in Atlanta, Georgia; October 24-26 at the Edgewater-Gulf Hotel in Biloxi, Mississippi; November 24-26 at the Hilton Inn in Atlanta, Georgia; December 12-14 at the John Marshall Hotel, Richmond, Virginia; January 16-18 at the Hotel Robert Meyer in Jacksonville, Florida; February 13-15 at the Capital Cabana Motor Inn, Columbia, South Carolina; and March 13-15 at the Continental Houston Motor Hotel, Houston, Texas.

Selected data have been taken from conferences held thus far to highlight certain important needs in the area of improving the desegregation process. Some racial mixing already exists, but its development into a greater quantity and better quality cannot be left to chance.

Percentages used in this report represent the number of the total registered participants at each conference who responded. Since the questions ask for problems, or experiences, a respondent could give more than one answer, and the percentages do not necessarily total 100.

From the analyses already completed from the Problem Census forms, Evaluation Questionnaires, and Incident Response Sheets, it is clear that some training components are needed both in pre and inservice training programs involving contact of teachers across racial lines.

64% of the respondents at the Biloxi conference felt that the lack of human relations and communication barriers were the main problems in staff relationships in desegregated schools. 71% of the Jacksonville respondents, 63% of the Columbia respondents, 41% of the Richmond respondents, and 22% of the Atlanta respondents gave the same problem. These problems were illustrated as:

> "Customs and traditions--deeply entrenched in both races. Both endeavor to outwardly overcome barriers, but inwardly are defensive."

> "Communication lines are closed because staff members feel they should guard their expressions of concern with problems dealing with children of one race in the presence of staff members of that race."
>
> "Teachers who feel free to 'sound off' in the lounge with members of their own race, guard against doing so when staff members of the other race are there."
>
> "There is a great fear of being misunderstood or actions misinterpreted."
>
> "Fear, inability to establish meaningful interpersonal relationships with each other."

Positively speaking, 68% of the Jacksonville participants, 45% of the Columbia participants, and 32% of the Richmond participants stated that the informal personal contact with members of another race was the learning experience of most value at this institute. Illustrations were:

> "Warm professional relationships with people from another race."
>
> "Personal and social contact with members of another race--discussing attitudes, feelings, frustrations, etc."
>
> "Coming face to face together with people of different races. Knowing that all people are the same and color doesn't really matter."

Related to these data, concerning staff relations, is one of the filmed incidents in which a Negro teacher has problems relating to one of white faculty co-workers because the white teacher uses the word "Nigra" and has Confederate license plates on her car. The filmed incident stimulated much discussion about these symbols, and it was the first time some of the white participants had confronted the problem of the sensitivity of all Negroes to the word, "Nigra".

The latent awareness of sensitivity was also revealed on the Evaluation Questionnaire in response to the statement, "Of all the learning experiences that you have had in this institute, describe the one(s) you feel will be of most value in helping you with desegregation problems you will face in your school system, building, or classroom". 10% of the Columbia respondents and 9% of the respondents from Jacksonville cited the awareness of sensitivity. They defined this as "awareness of blacks' sensitivity to language and other symbols", and "the knowledge that all Negroes react to Confederate symbols is new and beneficial to me".

The Negro participants, conversely, had to respond to explanations of whites about their pronounciation. To some, this seems rudimentary, but it was not. Certainly in the South, this should be one aspect of teacher education, but it is not. One Southern white teacher, teaching in a predominantly Negro school for two years, stated in her panel discussion, that until she viewed this incident and heard the ensuing discussion, she had never been aware of the sensitivity of Negroes to the word "Nigra" or to symbols exaulting the Civil War.

74% of the Negro teachers, at the Atlanta conference, viewing this same incident, identified the "problem" in this film as a sensitiveness to expressions that represent more overt attitudes of prejudice; 33% of the Negro teacher educators gave the same response. 63% of the white teacher educators thought the complaining teacher was overly sensitive to something that is an individual's right; 13% of this group defined the problem as the use of symbols which arouse emotional responses from Negroes. 43% of the white teachers felt the problem was the complaining teacher is insulted.

When asked, "what factors contributed to the problem?", 30% of the Negro teachers said the inferiority which Confederate license plates imply, and 35% said the belittling effect of "Nigra". 40% of the white teachers stated that the insecurity of the Negro teacher was the major factor contributing to the problem.'

2% of the Biloxi participants cited the use of Confederate symbols as the major "problem in student relationships in classrooms, on playgrounds, in the halls, in the cafeteria, on busses, etc.," in response to this question on the Problem Census. The small percentage of teachers who noted this in Biloxi leads one to wonder, if this is not a factor in more cases, but the teachers are unaware of the implications as was the teacher from Richmond. If this is a factor, recognized by the students, certainly the teachers should be aware of impending confrontations.

It is obvious from this data, that the perceptions and underlying factors as perceived by Negroes and whites are different in the Atlanta area. Not only is there a racial difference in perception, but clearly white teacher educators do not perceive problems in the same way as white inservice teachers. In the first conference, held in Biloxi, inservice teachers and administrators implied that an ivory-tower aura surrounds much pre-service training due to the lack of continued contact of professors of education with the public schools.

How much relevant training can these people give to the teachers they are training? How relevant is the education they give to prospective inner-city teachers? In essence, they are continuing the isolation and insulation of the prospective teachers and then they are expecting them to function as ideal teachers in situations for which they have been unprepared and to which they are unexposed.

What can be done in teacher education training departments that would best prepare teachers for inner-city schools? The Evaluation Questionnaire used at the conferences deals with this question in part, "From your experiences at the conference, what insights, if any, have you gained or what comments would you make on needed reforms in teacher education which would make it more relevant to teaching in desegregated schools?". Earlier and more varied experiences for future teachers was the response given by 50% of the Richmond participants, 52% of the Jacksonville participants, and 40% of the Columbia participants. "Intern programs should allow the interns to have some experience in schools of the opposite race. They should have experience before being thrown into a new situation."

Related to earlier and more varied experiences for future teachers is biracial team teaching, suggested by 18%of the Richmond participants and 5% of the Columbia participants. Other suggestions for coping with the problem of the isolation of teachers until their initial classroom experience have been pre-service exchanges between races and classes in colleges in the same area, suggested by 45% of the Columbia respondents and 14% of the Richmond participants; making professional courses more relevant to the needs of the present socio-economic scene (including Negro history in American history) was cited by 29% of the respondents at Jacksonville, 35% at Columbia, and 5% at Richmond.

The curriculum question was handled through an item on the Problem Census, "What are some problems in instructional and learning materials related specifically to being in a desegregated school setting?", and also through one of the filmed incidents in which the Negro students in a class refuse to study about slavery and the Civil War while the white students want to do so.

In answer to the question on the Problem Census, textbooks received most of the criticism. 29% of the participants at Biloxi said the specific problem with textbooks was textbooks which are not multi-racial; 45% identified the same problem at Columbia, 32% in Jacksonville, and 24% in Richmond. Textbooks were not only attacked on the racial issue, but were cited as being unrealistic and irrelevant for certain classes. This problem was identified by 43% of the Jacksonville respondents, 42% of the Atlanta respondents, 31% of the Richmond respondents, and 24% of the Biloxi respondents. Illustrations cited were:

> "As a rule, disadvantaged children present a learning problem to white teachers who have not been trained to differentiate materials of instruction to the achievement level of the child or to select appropriate learning materials for all children."
>
> "Sufficient materials to help develop the individual's self concept into a positive and contributing member of the community."

In reference, to the filmed incident, when asked to identify the problem as the participants saw it, 53% of the Negro teachers said whether or not to include the Civil War in the curriculum. They did not perceive it so much as a problem but a decision to be made by the teacher and pupils as to whether this was important enough to study or not. 35% of all the Negro respondents said the problem was that Negroes are embarrased about slavery. None of the white teachers expressed the first response, but 28% of all the white respondents said that Negroes are embarrased about slavery. 50% of the white male teacher educators and 50% of the Negro teacher educators gave an answer related to the one given by the Negro teachers; the relevance of the Civil War to the curriculum was the problem as they saw it.

Discipline appears to be one of the major problem areas identified in the conferences. This seems to be the most identifiable problem in teacher-student relationships. The essential question with discipline as related by the participants seems to be, how to bridge the philosophical difference between the authority-oriented background of the black child with the permissive background of the white child when they come together in a school? The Problem Census deals with this problem and a filmed incident in which a Negro teacher is having disciplinary problems with a white student.

There is a very distinct difference made between discipline problems, as stated by the participants, and approaches to discipline. Approaches to discipline received responses from 28% of the Richmond participants, 8% of the Biloxi participants, 4% of the Jacksonville respondents, and 38% of the Columbia respondents. Illustrations were:

> "Differences in value systems between races."
>
> "Pupils from action-oriented culture (Negro) and teacher from verbal culture."
>
> "Physical approach of the Negro teacher as opposed to the non-physical approach of the white teacher."
>
> "White teachers have 'missionary' approach towards disciplining Negro students."

In response to the question on the Incident Response Sheet, "What alternatives are open to the teacher in solving the problem?", 4 out of 25, or 16% of the Negro female teachers suggested punishing the child, while 4 out of 8, or 50% of the white female teachers suggested that the teacher should become a stricter disciplinarian. These were the only two groups that suggested punishment in any way.

Not only is there concern about approaches to discipline among co-workers, but 44% of the Richmond respondents expressed sensitivity and fear of disciplining a child of the opposite race, as did 28% of the respondents at Jacksonville, and 7% at Biloxi. However, in response to a question on the Incident Response Sheet as to how each person could help this troubled teacher with her problem, 40% of the

Negro female teachers said they would tell her to treat the problem as a student-teacher relationship problem and ignore racial implications. This was the only group that gave this response. Conversely, in response to the question, "What factors are contributing to her problem (complaining teacher)?", 50% of the white respondents said insecurity and over-sensitiveness on the part of the Negro teacher. 13% of the white female teachers thought that it could be anxiety caused by the pending dentist visit by the offending child, as did 24% of the Negro teachers. It is very interesting to notice that none of the teacher educators gave thought to the child's anxieties in this case. 40% of the Negro teachers said the child may resent authority from a Negro, 5% of the white teachers gave the same response. 20% of the Negro teachers said the child just might resent authority from anyone at her age. 25% of the white participants and 27% of the Negro participants blamed the child's home attitudes.

Home attitudes and problems have been blamed by most of the participants for causing what-ever problems there are in student-student relationships. 36% of the Biloxi respondents, in reference to that question on the Problem Census, said that the *social life of the students is still segregated*. This answer was also expressed by 34% of the Columbia respondents, 14% of the Atlanta respondents, 14% of the Richmond participants, and 14% of the Jacksonville respondents. Illustrations cited were:

> "Personal contact--hesitancy of white students to join hands with Negro students in Physical Education classes."
>
> "Most white students avoid sitting next to black students in cafeterias. Some are willing, but are afraid of reprisals from students and parents."
>
> "Children cannot bring friends of the opposite race home after school."
>
> "Children of each racial group sit on opposite sides of the classroom. Parents do the same at PTS meetings."
>
> "White children do not associate with Negro students for fear of being stigmatized by white peers."
>
> "Students sit on opposite sides of the room at social and extra-curricula affairs."

The analyses of these reports is incomplete, and as they are completed, certain trends will be more easily shown. We have learned certain things, however, at this point. The role of the teacher educator is vital, and his conceptions and perceptions of the inner-city school is of paramount importance in the preparation of teachers for these schools. At the Planning Conference in Atlanta, we defined teacher education as more than a college or university preservice responsibility. It is the responsibility of both the university and the school system, and it should extend over a period of several years which includes formal study and practicum, clinical and internship experiences, and inservice training. This definition, then, precludes that the teacher educator cannot afford to be divorced from school systems. The teacher educator must be currently aware of all trends, innovations, and more importantly, innuendos of the complexities of the inner-city school.

We have "feedback" from Teacher Education and School Integration participants that some awareness has come to both teacher educators and inservice teachers and administrators of the urgency of problems already discussed in this report. Some specific illustrations are:

> "Regarding the accomplishments here at Greensboro College and in North Carolina, since last we met, schools here are beginning to formulate plans for a more cooperative teacher education and school integration relationship among the various liberal arts colleges associated with the Piedmont Center. Regarding Greensboro College, we (student teachers) had the fine opportunity to visit our neighbor Methodist College, Bennett (Negro), for the purpose of discussing mutual problems of student teaching and integration. Much valuable information and individual perceptions of the two races evolved

from this meeting. I have also had the opportunity of presenting a unit for our student teachers that covers almost all of the materials collected at the various TESI conferences. I have also put to good use, as a supplementary text, the publication, The Teacher and Integration, by Gertrude Noah. In addition, I have ordered quantities of the Black Treasure Kit and have requested the purchase of the two recent films shown at Columbia."

John R. Meakins, Chairman
Education Department
Greensboro College
Greensboro, North Carolina

"We have ordered the Tutor Manual which I got a copy of at the TESI conference. We feel that it is excellent for our program and I will have one available for each college student who will be tutoring. Presently, we plan to have almost 400 of our students tutoring in the three elementary Negro schools each quarter."

Geraldine Bartee, Assistant Professor
University of Georgia
Athens, Georgia

"We hope to follow up on this conference in this area and have a meeting with the group that met in Houston scheduled for April. Each educator has a responsibility in this endeavor and must take active part for integration to be successful."

Don R. Dorsett, Assistant
Membership and Member Services
Texas State Teachers Association
Austin, Texas

"The conference in Richmond and the followup ones in North Carolina were most beneficial. I have learned more about problems and interests of both blacks and whites. Now I can communicate better on our campus and in our community. I also feel that I am more of an "information or mediator" man than I have ever been before. I long to see the day when college campuses will have more and more interchange of ideas.

I think that the opportunity to come together and listen to each other is therapeutic and most enlightening."

L. B. Pope, Director
Counseling and Testing
High Point College
High Point, North Carolina

"The book given to us at the conference, The Teacher and Integration, has been read by many of our staff members, black and white, and averred as a book that should be read by all teachers in the Atlanta Public Schools. It has not only aided our white faculty members in understanding and accepting our all black student body, but our black teachers as well because many of them come from different social and cultural backgrounds from our students. The book was reviewed in faculty meeting by one of our white faculty members who expressed the hope that each new teacher could be given this book as part of their orientation."

Otie Lee Mabry, Principal
James L. Mayson Elementary School
Atlanta, Georgia

"You may be interested to know that three days after the meeting in Biloxi, a packet of course materials on "The Negro in American History came from the University of South Alabama as promised, materials that my students immediately dug in on. Within a week the "Lakemont Experience" had been scheduled for Livingston University and surrounding area. How is that for tangible results of a conference?"

Margaret C. Lyon, Professor
College of Education
Livingston University
Livingston, Alabama

"I am enclosing some materials dealing with direct, specific and concrete efforts that are being made to extend and followup the influences of several of the TESI Conferences on Education in North Carolina. The meeting held at the Piedmont University Center is a follow-up to the Group Report and recommendations of the North Carolina delegation attending the December, 1968 TESI Richmond Conference. This entire matter has arisen out of this TESI Conference where five institutions in the Piedmont tried to deal frankly with many areas in teacher education. The recommendation that we have a permanent, continuing group in the Piedmont Cresent was formally made at that time. Since, normally, we meet only once or twice a year in other professional organizations, it seems that we do not always continue what we start. We see this proposal as a means of establishing sequential communication, with great possibilities for effective results in such areas as research, experiments in education, new methods, resource materials, staff exchange, and many others."

Elizabeth Welch, Head
Department of Education and Psychology
Salem College
Winston-Salem, North Carolina

"Enclosed is a proposal for a new course influenced by the TESI conferences. The proposal for this course in the Teacher Education Curriculum here at A & T has already been adopted by the department, approved by the School of Education, and is on the calendar for the University Senate Meeting on February 25. We are certain of their approval."

Anne Graves, Professor
Department of Education
North Carolina A & T State University
Greensboro, North Carolina

Plans are projected to do an analysis of the Problem Census and Evaluation Questionnaire by positions as well as locales. A comparative study of the Incident Response Sheets will also be done.

Three additional conferences will be held: April-in Nashville, Tennessee; May-in Petit Jean, Arkansas; and June-in Atlanta, Georgia. The complete analyses of this data will be reported in the final report at the end of the conference series.

PANELISTS

BILOXI

Dr. Bill E. Lee
Assistant Superintendent
Biloxi Public Schools
Biloxi, Mississippi

Mrs. Mitzie MacDonald, Teacher *
Orleans Parish Schools
New Orleans, Louisiana

Mrs. Louise Harris, Teacher
Biloxi Public Schools
Biloxi, Mississippi

Mr. Henry M. Williams
Assistant Superintendent
District III
Orleans Parish Schools
New Orleans, Louisiana

Miss Frances Parker, Teacher *
Orleans Parish Schools
New Orleans, Louisiana

Mrs. Nell H. Thomas, Teacher
Greenville High School
Greenville, Mississippi

ATLANTA

Miss Marjorie Eisen, Teacher *
Atlanta Public School System
Atlanta, Georgia

Mr. Larry Browning, Teacher
Atlanta Public School System
Atlanta, Georgia

Mr. Ulysses Byas
Georgia Teacher Education Association
Atlanta, Georgia

Miss Roberta Strawn, Teacher *
Atlanta Public School System
Atlanta, Georgia

Miss Frances Parker *
Orleans Parish Schools
New Orleans, Louisiana

RICHMOND

Dr. Wilmer S. Cody, Superintendent
Chapel Hill City Schools
Chapel Hill, North Carolina

Mr. Anthony Hairston, Teacher *
Madison-Mayodan Junior High School
Madison, North Carolina

Mrs. Leah P. Strulson, Teacher
Fairmount Elementary School
Richmond, Virginia

Mr. Vernon Packer, Teacher *
E. C. Glass High School
Lynchburg, Virginia

Miss Kathryn Hocutt, Teacher *
Atkins Senior High School
Winston-Salem, North Carolina

JACKSONVILLE

Mrs. Carol M. Baker, Teacher *
Oak Hill Public Schools
Oak Hill, Florida

Mrs. Mary Cooksey, Teacher
Eugene Butler High School
Jacksonville, Florida

Mr. Booker C. Peek, Teacher
Ribault Senior High School
Jacksonville, Florida

Mrs. Nancy Dorian, Teacher
Jacksonville Public Schools
Jacksonville, Florida

COLUMBIA

Mr. Rudd Jenson, Teacher
Villa Heights Elementary School
Charlotte, North Carolina

Mrs. Agnes Wilson, Teacher
Lincoln High School
Sumter, South Carolina

Mrs. Eula Chandler, Teacher *
Villa Heights Elementary School
Charlotte, North Carolina

Mrs. Margaret Hayes, Teacher
Villa Heights Elementary School
Charlotte, North Carolina

Mr. Edward R. Austin, Student Teacher
Atlanta Public Schools
Atlanta, Georgia

HOUSTON

Mr. Harvey Fails, Teacher *
H. Grady Spruce High School
Dallas, Texas

Mrs. Mildred Heidrich, Teacher
John F. Kennedy Elementary School
Houston, Texas

Mr. Nolan Albert, Teacher *
Jeanerette High School
Jeanerette, Louisiana

Mrs. Hattie Holland, Teacher
Walnut Bend Elementary School
Houston, Texas

Mrs. Estella Leaks, Teacher
Pearl Rucker Elementary School
Houston, Texas .

* Teacher Education and School Integration Alumni

PROBLEM CENSUS

Since our focus here is on Teacher Education and School Integration, please jot down your comments on the following questions; they will be helpful to us in this and in future conferences.

POSITION (Check one)

_______Elementary Teacher
_______Secondary Teacher
_______Assistant Principal
_______Principal
_______Teacher Education Professor
_______Supervisor of Interns
_______Other _______________

_______Supervisor
_______Superintendent
_______Assistant Superintendent for _______________
_______Teacher Education Administrator

If you have not had first hand experience in a desegregated or desegregating building, system, or in training teachers for such areas, answer in terms of expectations, anticipations, or contacts with peers. This can be staff and/or student desegregation.

(Check One)

_______First hand experience with desegregation in my (check one) classroom ( ), building ( ), system ( ), college ( ), involving (check one or both) teachers ( ), students ( );

_______Based on expectations or anticipations.

QUESTIONS

1. What are some problems in staff (teacher-teacher; teacher-administrator) relationships that you feel are related to school desegregation above and beyond normal problems?

____

____

____

____

____

2. What are some problems in student relationships in classrooms, on playgrounds, in the halls, in the cafeteria, on busses, etc., that you feel are related to school desegregation?

____

____

____

____

____

3. What are some problems in community relations with parents or other civic and interested groups that you feel are related to school desegregation?

____

____

____

____

____

4. What are some problems in School System organization policies arising specifically from school desegregation in the areas of school zones, feeder patterns, transportation plans, personnel transfers, teaching or grouping practices?

5. What are some problems in classroom discipline related specifically to being in a desegregated school setting?

6. What are some problems in instructional and learning materials related specifically to being in a desegregated school setting?

7. Other Problem Areas not covered:

City______________________________
State_____________________________

EVALUATION QUESTIONNAIRE

We are very much interested in your comments on your experiences here. If there is not enough space to complete your comments, use the back of the sheets. Simply number the response material 1, 2, 3, or 4, so it can be identified as part of the proper item. Thank you very much for your cooperation.

POSITION (Check)

__________Elementary Teacher
__________Secondary Teacher
__________Assistant Principal
__________Principal
__________Teacher Education Professor
__________Supervisor of Interns
__________Other________________________

__________Supervisor
__________Superintendent
__________Assistant Superintendent
for____________________
__________Teacher Education
Administrator

If you have not had firsthand ecperience in a desegregated or desegregating buildings, systems, or in training teachers for such areas, answer in terms of expectations, anticipations, or contacts with peers. This can be staff and/or student desegregation:

(Check one)

__________Firsthand experience with desegregation in my (check one) classroom ( ), building ( ), system ( ), college ( ), involving (check one or both) teachers ( ), students ( );

__________Based on expectations or anticipations.

QUESTIONS

1. Of all the learning experiences that you have had in this institute, describe the one(s) you feel will be of most value in helping you with desegregation problems you will face in your school system, building, or classroom.

2. Of all the learning experiences that you have had in this institute, describe the one(s) which have been of little value in helping you with desegregation problems you will face in your school system, building, or classroom

3. If you were planning this institute, what changes would you make in time, organization, activities, instructional procedures, or any other aspects of the institute?

4. From your experiences at the conference, what insights, if any, have you gained or what comments would you make on needed reforms in teacher education which would make it more relevant to teaching in desegregated schools?

GROUPS IN CLOSE GEOGRAPHIC PROXIMITY

This group, hopefully, is composed of persons who are in fairly close geographic proximity to each other in terms of colleges and school systems. The assumption is that the group can become a clearing house where concrete information can be exchanged, where people can find out what others are doing which is of interest to them and some plans can be made for drawing on each others' resources.

Below are some specific questions for the group to attack. The hope is that the people in the group will begin by developing ways in which they can cooperate to bring about some of the things suggested by the questions. Some of the things can be started, if geography permits, on an informal basis among the people right in the groups. It is not necessary, for a start, to think in terms of entire systems or formal professional agreements. Small groups can begin by getting together among themselves. This can be the beginning of larger, more formal professional and institutional arrangements which aid the process of desegregation. _If things are being done already along the lines suggested by the questions, include this in your group report, so that it becomes known to more people._

1. How can the persons _in this group_ help to get more inter-racial contact in the training of teachers in this area before student-teaching?

2. How can the persons _in this group_ help to get more Negro and white teachers in this area together in situations where they can function as peers?

3. How can the persons _in this group_ help to get more Negro and white administrators in this area into situations where they can function together as peers?

4. What kinds of easily accessible resources exist _in this group_ (people with special skills, materials, reading lists, workshop organizers, films, etc.) which others can use and are related to desegregation?

5. Can arrangements be made in your area for more student teachers to go into bi-racial schools or into schools predominantly of the opposite race?

6. Can the white and Negro teachers and administrators in the group continue some kind of relationships useful to improving inter-racial contacts and, in turn, the process of desegregation?

7. What future dates can be set for people in close geographic proximity to get together again in the near future?

8. What other proposals can be made for action?

T1

Do not sign your name:

Please check the appropriate spaces below:

RACE: White______ Negro________ Other__________

SEX: Male________ Female__________

JOB: Teacher_____ Public School Administrator___________

Teacher Educator________________

TOTAL POPULATION OF YOUR SCHOOL DISTRICT:

UNDER 10,000_____________

10,000 - 25,000______________

OVER 25,000______________

Incident Response Sheet - "Teachers' Lounge"

1. What seems to be the complaining teacher's problem?

2. What factors do you believe are contributing to her problem?

3. What alternatives are open to her in resolving the problem?

Incident Response Sheet - "Teachers' Lounge" (continued)

4. How would you answer her question at the end of the film?

5. What action(s), if any, do you believe you personally could take to help alleviate the complaining teacher's problem?

Incident Response Sheet - "Teachers' Lounge" (continued)

6. What (if any) school-wide approaches could be taken?

What might be the probable outcome(s) associated with each course of action?

7. What personal value or values do you hold that promped you to reach your decisions?

PREPARING TEACHERS FOR
LIFE LIKE IT IS

Some Blunt Talk About Teacher Education
for Integrated Schools--by Teachers,
Student Teachers, Teacher Educators,
and School Administrators

INTRODUCTION

Dangerous Fact:

We are not educating teachers

to make integration work

Integration and student unrest are the most overloaded human relations circuits in society today. In a sense they are linked time bombs, one detonating the other. For where school integration is not working, student rebellion often explodes with a roar and flash that jerk the whole community to attention.

Arson, boycotts, demonstrations, vandalism, and personal violence are often only symptoms of an integrated school that isn't making it. A recent report of a study by the Urban Research Corporation revealed that 59 percent of all campus disorders in 1969 were on racial issues.[1]

Price Cobbs, a psychiatrist at the University of California Medical Center, said recently that education has failed black America and that this failure is the reason why education is facing a crisis, why black people are asking education for a change, why "the teacher and the school administrator now find themselves in the eye of an increasingly mounting storm."[2]

Few teachers are being prepared to weather that storm. Student teachers in most colleges are not being prepared to make integration work in a real and positive way, nor are experienced teachers in most school systems being so prepared through in-service education. Yet the teacher's influence on young people's attitudes is tremendous.

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[1] Student Protest 1969, Summary, Urban Research Corporation 5464 South Shore Dr. Chicago Illinois

[2] Black Rage, Grier, W. H. & Price, P. M., Basic Books Inc.

Several years ago, Negro teen-agers were interviewed about their experiences as the first members of their race to attend all-white schools in the Deep South. The character of their teachers and principals emerged as one of the most important elements in their adjustment. Speaking of these students' experiences, Mark Chesler said; "As adult authority, as knowledge transmitter, as arbiter of classroom process, and as legitimate cultural representative, the teacher is in a position of considerable power and influence. He can encourage classroom norms of openness or resistance, of collaboration or isolation. In many ways the white teacher acts as a role model, often emulated by white students."[3]

It is generally agreed that teachers play a crucial part in the success or failure of school integration. That is why during the past two and a half years two series of conferences were held on "Teacher Education and School Integration" in Southern states. Their goal: to bring about reforms in teacher education programs that will prepare teachers for integrated schools.

Participants asked themselves: Just how much relevant preparation can teacher educators give to the future teachers they are training? and How pertinent is the training now given to prospective inner-city teachers? From their own responses to the latter question, it appears that teacher education continues to isolate and insulate prospective teachers from the harsh realities of life in many schools. Yet, it expects them to step from their college classrooms and do a good teaching job in the rough-and-tumble and sometimes terrifying atmoshere of many inner-city and other integrated schools today.

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[3] "What Happened After You Desegregated the White School?" City Southern Regional Council, 1967.

This booklet reports the problems identified by the conference participants and describes how they think teacher education should change to help teachers cope with those problems.

WHEN ARE WE GOING TO PREPARE TEACHERS FOR LIFE LIKE IT IS?

In March 1967, Atlanta, Georgia, was the backdrop for the first of ten meetings in the first series of remarkable conferences on "Teacher Education and School Integration." (TESI) student teachers, teachers with only a year or two of classroom experience, and teachers nudging retirement sat eye-to-eye and elbow-to-elbow with professors of teacher education. School principals and superintendents and state education department personnel also took part. All were from Southern states. The meetings had two purposes:

1. To determine _why_ teachers are _not_ being prepared to teach effectively in integrated schools.
2. To consider _how_ teachers _can_ be prepared to teach in integrated schools.

All the conferences were held in or near Southern cities or universities. Blacks and white not only attended the professional sessions together but also roomed and ate together. There was plenty of blunt, free wheeling talk about the basic deficiencies of teacher education today.

"Discussions revealed that teachers--white or Negro, beginning or experienced--have rarely had exposure to the problems confronting people in integrated schools," said Samuel Proctor, director of the conference series. "It also became apparent that colleges continue the isolation and insulation of their students up to graduation and then expect them to function as ideal teachers in situations for which they are unprepared and to whichthey have been unexposed."

The open talk did not just happen. During the early sessions of all the conferences, many participants were wary, unsure of themselves and of how they would be received.

"At first, many people said only what they were expected to say," reported one of the conference staff members.

Many had never met with members of the other race on a professional basis or in an informal social setting.

"We were different colors from different colleges in different states," said one participant. "Some of us were afraid. Some of us were angry. Some of us had never eaten a meal with a person of another race. We came to the conference out of curiosity, out of a need to sort out our confused feelings, out of a desire to communicate with people, out of an interest in becoming involved."

How were their initial fears and wariness broken down so that they felt free to discuss their experiences and air their hurts, anxieties, and needs? Close social contact--eating and rooming together--was an effective ice-breaker. In some of the conferences a simulation game was used to release inhibitions between the races and bring out real feelings about school situations.

The simulation technique is not new in dealing with school integration problems. Experience has shown that traditional methods--lectures, question-and-answer sessions with consultants, panel discussions--do not establish the free and easy climate so essential to honest talk between races. In programs where these traditional methods were used, participants tended to skirt touchy issues and treated even the most obvious and urgent integration problems superficially. They often were loath to admit that racial prejudice or regional bias affected the educational problems being discussed.

To prevent such uptight and unproductive situations, the TESI planners decided to use a simulation game during the ten conferences in the second series. The game they chose--"Teaching in Valleybrook Elementary School: A Simulation Game Focusing on Problems of the Racially Desegregated School"--had been developed and used by the University of Tennessee's Educational Opportunities Planning Center.

Simulation is a training technique designed to give participants realistic problem-solving experiences that will be useful to them in their current or future work. It has been used for many years in the armed forces and industry, and its potential is now beginning to be explored in education. The simulation--or role-playing--activity allows trainees to act out typical school situations and permits them to make professional errors without the sometimes traumatic, real-life consequences of such mistakes. And they can learn by their errors.

Players of the Valleybook game assume the role of Terry Patterson, a fictitious fifth-grade teacher. Terry is a newcomer to Valleybrook Elementary, a fictitious Southern school, and is also new to an integrated classroom. (Terry is never identified as either black or white.) The problems Terry (and the participants) face are realistic, interesting and typical of the setting. They were presented to the TESI conferees via films and written descriptions. Cumulative record folders were provided on students in some of the problem situations.

Each problem was open-ended, with both short-and long-range implications and without a single, clear-cut "best" solution. The participants worked individually and in groups as they sought solutions, and they were encouraged to engage in divergent rather than convergent thinking.

Spontaneous role-playing took place as they worked out solutions to the following problems:

1. Whether or not to waken Billy, a Negro boy who is asleep at his desk. Billy's parents work the night shift, so he is without supervision at home and watches TV as late as he wishes.
2. What to do about Flora, a Negro child who stays apart from the others during group games.
3. Whether all students should be made to study the Civil War. In this situation, the white students say they enjoy the subject; Negro students say they dislike it.
4. How to help three children (two white, one black) whose reading is below grade level and who appear uncomfortable about it; how to answer when one of them asks 'Why do we have to read? I don't like to read."
5. What advice to offer a Negro colleague, one of whose white students has been impudent and increasingly hard to discipline.
6. How the school faculty can help keep the band functioning. Mr. Martin, the Negro band director, is concerned because white members of the band are dropping out as Negroes join. Not enough Negroes have joined, however, so the band may not have enough members to function.

7. What to do about Miss Green, a white teacher who annoys black staff members by her continued mispronunciation of the word Negro and by having a Confederate license on her car.
8. How to respond to Larry's mother, who has asked that Larry be allowed to distribute invitations to his birthday party--but only to white class members.
9. How to cope with an angry white father who tells the teacher that his daughter was kissed by a Negro child while they were on the playground. He is upset because he fears such incidents may "lead to other things."
10. How to ease difficulties some teachers have in communicating with Negro students by improving Negro speech and Negro understanding of "standard English."
11. What to do about a white parent who does not cooperate with the teacher's disciplinary action against his son, who had been fighting with another boy.

Forty percent of the participants said these simulated activities were the most helpful experiences they had in the conferences. As a result of these ice-breaking procedures, polite masks came off. Participants opened up and discussed their personal experiences in desegregated schools and their feelings and reactions.

SOME REAL-LIFE PROBLEMS TEACHERS FACE IN INTEGRATED SCHOOLS

"Initially the white teachers were out to prove to me that the Negro kids were as bad as they had said they were. I sort of disappointed them. They didn't get the Negro they wanted. They didn't get the person to say, 'yes, sir, Mr. Whitefolk, these niggers are as bad as you said they was.' I had several problems in relationships. They ranged from acceptance to outright rejection on the part of parents, students and teachers. This represented no big problem to me because I had no feeling of inferiority. My daddy had always told me I was the best person he had ever seen, and I believed him."

"One of the teachers wanted to give a minstrel show. I was kind of stupid because I didn't know what it was, so I said okay. When my husband told me what it was, I went back and said it wouldn't be a good idea at all because it was something the white man invented to make fun of the Negro and I wouldn't appreciate it and the Negro students wouldn't either. Otherwise, I like the faculty quite a bit."

"I'm a student teacher in a high school where everybody but me and three other faculty members is black. When I first got there it didn't take me long to observe that the children were not learning anything. They just sat there and were so disciplined! When I pumped them I figured out they live in two worlds. One is the repressed state in school, not saying a word, not stepping out of line. The other---in the neighborhood--is one of complete freedom. They run all hours of night, some of them. There doesn't seem to be any control over them once they're out of school.

"I decided that repression hadn't worked, so I'd be the good guy. I'd let them relax in class, and let myself relax. This was going to be their big chance--somebody to show them attention. Well of course it was a complete failure. They went completely wild. They were running around the room and yelling at each other. Then I tried being the stern disciplinarian, and they just clammed up again, looking dumbly at the ceiling and not thinking.

"So this is problem number one with me: chaos when I'm relaxed with them, versus no learning when they're repressed. I'd had no preparation for this situation and I certainly wasn't helping those kids any. I realized that if they're listening to you and not responding it's because they're not interested in what you're saying. It's the teacher who should make his material much more relevant to these students.

"I got my real test when the teacher was out for three days (he was hit in the eye by one of the students). It was Negro History Week and here I was in an all-black school trying to teach Negro history. I wasn't prepared for it. Right away I encountered the problem that they didn't care about Negro history and the important people in it.

"They said, 'Every year we hear about the same people in Negro history. Every year I turn in a report about Harriet Tubman.' So each of them knew all about one person and had it figured out that he'd answer about that person and wouldn't think about the others. They were very ingenious at getting them interested, which was my job (though I hadn't been prepared for it).

"My second problem is my relationship with the black teachers. As soon as I enter the faculty lounge conversation is inhibited. There's a reluctant ce to talk to me. For one thing, they won't discuss the children's environmental problems because they feel I'm going to think they have these problems because they're Negroes. I think they consider me the white liberal type of guy who has decided you don't know how to do it right, so I'll show you how. It seems to me that some open discussions like we're having would have helped a lot."

"We have a degree of parent involvement, but not as much as we'd like. When we first went into integration all our PTA officers were white, and I think this might have kept some Negro parents away. We've changed to black officers now, but we have a problem of when to have PTA. In an inner-city area not many people are willing to come out on the streets after dark. They don't have the transportation, they have to walk to school, and many of them are just not willing to come."

"When I mentioned in the faculty lounge that I was going across the street for cigarettes, a young Negro teacher asked me to bring him a pack too, which I did. Later I was taken aside by two more mature women teachers and told, 'Mr.__________ has had to defer to white women all his life. Now that he has achieved 'equality,' he is taking advantage of you by getting you to run his errand.'"

* * * * *

"During my first year as one of two Negro teachers in a predominantly white school, the other Negro teacher and I were the only faculty members not invited to a Christmas party at a local country club. I only knew about the party when a student asked if I planned to attend. It seemed to me that relations between white students and teachers and myself deteriorated after it became common knowledg that the Negro teachers were excluded from the party. And the Negro students resented the fact that we were left out."

* * * * *

"In my school the white teachers don't expect much. They go by the attitude that these children haven't had the proper advantages so they can't learn anyway. They don't expect much and that's why we don't get much. This is one of the things we have to try to correct in the white teachers. To expect more of the children. That they can learn. That they are capable."

SOME UNHAPPY EXPERIENCES OF PUPILS IN INTEGRATED SCHOOLS

As participants described problems facing students in integrated schools, it was apparent that some were caused by teacher insensibility and ignorance. Most could be averted or eased by teachers who have been made aware, through appropriate training, of touchy-feeling areas between races, of language that embarrasses and hurts, of the special needs and unique contributions of pupils in bi-racial classrooms.

For example, black students can hardly feel accepted and comfortable in schools which continue to play "Dixie" at athletic events as if it were a national anthem or a sacred hymn; in schools which display the Confederate battle flag in the building or on the grounds; in schools which tolerate "elite" groups--clubs or cheerleaders organizations which exclude some of the student body.

Some Southern schools continue to present minstrel shows as fund-raising events. They continue their traditional election of a white prom queen as the "Southern Belle." These activities convince the black student that he is out of the mainstream of student life.

If the rebel yell is given at the football game, if the school's athletic team is known as The Rebels, and if the school is dubbed Stonewall Jackson High or Jefferson Davis Elementary, the alienation of the black student is intensified. In short, if the school faculty supports the old traditions and if those activities reflect a demeaning attitude toward the black minority, relations between teachers and students must suffer.

Failure to address students by their names, the use of offensive nicknames, the grouping of Negro students under the collective "you" or "you people" can be as offensive as the mispronunciation of "Negro." One teacher was heard pointing to a black child in her classroom and calling out, "You! You! Come here." The child turned furiously and said, "My name is Leonard. Call me that."

Nonverbal behavior can also be offensive to students. The teacher who unconsciously withdraws from the touch of the black student may seriously offend him without knowing it. The teacher who thoughtlessly slights the lonely Negro youngster in assigning classroom duties may add to his conviction that he is not one of the in people, that he is out of place and unwanted. The teacher who has a Confederate decal on his car bumper proclaims--loudly though nonverbally his real feelings about blacks.

One conference participant, a white assistant superintendent of a large city school system, reported with considerable pique that he had taken a lot of trouble to transfer two Negro girls to an all-white high school so they could take courses not offered in their all-black school. In a few weeks they asked to go back. Their reason? They felt "uncomfortable" in the new school. The administrator, a well-intentioned man, questioned them at length to see if they had been mistreated by students or faculty. He became annoyed with them when it became apparent that there had been no overt discrimination. They had simply been ignored. He failed to grasp that nothing had been done by students or staff to help the girls feel they were part of things.

Another story, told at several TESI conferences, concerns a practice apparently fairly widespread in the rural South in schools preparing to receive their first black students:

Elementary and secondary principals, fearing physical violence between students of different races, have established inflexible rules that students caught fighting will automatically be suspended for three days, regardless of cause or who is at fault. White students who resent the arrival of blacks in their school use this rule as a weapon. They establish a pattern of picking fights, one after the other, with particular Negro students. This results in a single three-day suspension for a number of white students, who then return to school. But the Negro students, set upon in turn by one white student after another, are virtually excluded from school.

It is hard to believe that school officials are unaware of this conspiracy against their Negro pupils.

"Spook" shouted from around the corner or whispered across a classroom, "White Power" scrawled on a chalkboard, or "Nigger" written on a lavatory wall may be just as violent an attack as a fist in the eye or a cross burned in a school yard.

Parents prevent the formation of friendships by forbidding their children to bring home or visit the homes of children of other races. A fifth-grade girl came into the classroom sobbing as if her heart would break. Questions from the teacher revealed that the child's father had told her, "If you sit next to a Negro child in class or on the bus, I'll whip you."

Fear of personal contact between the races builds social isolation between them. Students in one school were reluctant to join hands for a physical education class or a game on the playground. Both blacks and whites showed evidence of this fear, but it appeared more often in the black students. They began to segregate themselves in games and group activities and to band together openly. One cannot help asking, "Did the blacks feel that this was expected of them?"

Many participants in the conferences mentioned fear of interracial dating as a major barrier to student participation and social integration. "One high school, which had a Negro girl in the junior class and a Negro boy in the senior class, had an atmosphere of almost unbelievable anxiety and tension during preparation for the junior-senior prom. On the night of the dance, the Negro boy and girl entered the gymnasium together, danced together, and sat alone at a table and sipped punch together. No one joined them in conversation or dance, and the pangs caused by fear of interracial dating were in vain. But did anyone consider the emotional price paid by these two isolated students?"

Peer pressures can contribute to racial isolation in schools. White students who identify with or champion a black's cause may find himself cut off by his friends. Many whites avoid contact with blacks for fear of reprisal from peers. Many teachers contribute to and perpetuate this problem by a technique known as choosing sides for classwork or play activities: students choose which classmates they want in their group or on their side. The end result is that the black child is usually left out, publicly exposed as the unchosen one.

The curriculum in many cases is not only irrelevant to black needs, but may also be personally embarrassing. Why should any student use a textbook which does not give the whole or accurate story of the Civil War? Must he copy and memorize the names of the Confederate States just because the teacher tells him to?

Even though big problems don't exist, little ones may be growing. A white teacher was relieved to find that the white and black kids in his class didn't fight or shout at each other. He was pleased with the decorum of the black students. He noted that they rarely volunteered to recite but failed to notice the looks and gestures of the white students when the blacks did recite. He did not remember the day when black Mary recited incorrectly, and he asked white Jane to "Tell us what the answer really is." He thinks the black students are "behind," but it has not occurred to him that they are intimidated. He thinks the blacks and whites are getting along splendidly. He will be surprised and horrified when there is one look or gesture too many and a black student takes a swing at a white one.

Many teachers fail to realize that when they reject a lower-class child's behavior pattern they are also rejecting the child. They try to get him to adopt a middle-class code of behavior--not understanding that such behavior may be jerred at or actually rebuked by his parents and friends.

And they often misinterpret what the children say. Children of disadvantaged parents often have language patterns that make learning difficult for them. This can result in misunderstanding of their motives, attitudes, and intentions. The monosyllabic response may be interpreted by the middle-class teacher as surliness or indifference. Loud, boisterous talk may be seen as deliberate unruliness. "Gutter words," which the disadvantaged child uses and hears as casually as "gee" and "gosh," may be interpreted as attempts to shock or insult. The end result is that these children have difficulty communicating with the teacher. They may even use different words or phrases in referring to the same object.

Overcrowded homes and little back-and-forth conversation with parents result in poor pronunciation, incorrect grammar, and faulty word association. The language used by parents in the home does not help the child in school, where he must express thoughts and clarify concepts. In addition, he has not learned to listen well. To him, words are a kind of noise, and he tends to pay little attention to what is being said. This inattention may be interpreted by his teachers as indifference or apathy, or even deliberate misbehavior.

Negro children learn early that American culture prefers white people. Therefore, they may have even greater difficulty than the deprived white child in developing a self-image and sense of worth that are vital to success in school. At the same time, the white teacher, product of a society in which he has known Negroes only as menials, may have attitudes and biases he does not recognize or admit but which make themselves apparent to the Negro youngster in many subtle ways. In most cases, these attitudes and biases can be changed by appropriate kinds of teacher education.

"FLARE AREAS" IN INTEGRATED SCHOOLS IDENTIFIED

What actions and attitudes are most likely to foment trouble in integrated schools? To pinpoint these danger zones, the teachers, teacher educators, and school administrators who participated in the second series of TESI conferences answered six questions. These questions and answers follow:

1. What problems in staff relationships do you feel are related to school integration?

Human relations problems and communication barriers are the most serious blocks to good staff relationships, according to most of the conference participants. They cited, specifically, feelings that make it hard for black and white staff members to discuss their relationships and to speak freely about their students. Some said that staff members hesitate to discuss problems involving children of one race in the presence of staff members of that race. Some said that teachers do not feel free to speak openly on many subjects when staff members of the other race are present. This inhibits constructive discussion of student problems as well as of administrative concerns.

The conference participants said there are situations which irritate both races but which neither race seems to have confidence to discuss across racial lines. So many people brought out this point that it appeared to be a widespread difficulty which must be hindering constructive discussion in many schools, blocking the solution of students' learning and behavioral problems.

Another indication of this great gap in interracial relations: the single most valued aspect of the TESI conferences (other than a particular speaker or panel) was the opportunity to communicate across racial lines, to talk about real problems openly and candidly.

Participants' language was significant as they described what they valued most in the meetings:

> "The warm professional relationships with persons of another race...."

> "The personal, social contact in discussing our feelings, attitudes, frustrations...."

> "Coming face-to-face, exchanging our feelings...."

These statements say clearly, "We talked about some things, across racial lines, that we had not dared to discuss before."

2. What problems in student relationships do you feel are related to school desegregation?

Fears--fears learned at home and in the community--account for most of the problems between students. So said almost half of the participants. Because of these fears the two races live in separate worlds, although they attend integrated schools. This separateness prevails in school as well as in the community, participants said. They stated that blacks and whites hesitate to join hands in physical education classes, that most white students avoid sitting next to black students in the cafeteria (some are willing to but are afraid of reprisals from other white students). They said that white students fail to realize the leadership potential of black students. Suspicion on the part of black students, also the result of fear, causes problems.

3. What problems in community relationships, with parents and other groups, do you feel are related to school desegregation?

The status-quo attitude of the community and parents' fear of desegregation were named as the greatest blocks to good relationships between the schools and their communities. Continued segregation within the community was blamed by some participants for lack of understanding between the races. Some cited the following blocks to good school-community rapport:

> "Parents are less willing than students to accept desegregation.... Children aren't allowed to bring friends of the other race home after school."
>
> "Principals discontinue PTA's because they fear racial problems.... thus, an opportunity for establishing good community relations is destroyed."
>
> "Negro parents do not attend PTA meetings."
>
> "Parents who may want to work for desegregation are afraid they might lose their jobs."

"Some well-meaning individuals are woefully misinformed about the characteristics and aspirations of black people."

"There is a failure to involve community leaders of the minority race."

One cannot think of the community without thinking of the two ends of a log: the power structure on one end and the citizen participant on the other, according to Leroy F. Anderson, Chairman, Leadership Training Institute Career Opportunities Program, who made the following statement on community relations:

"If one could synthesize a dominant theme from all of these conferences, it would be that the power structure is not interested in new approaches to developing productive feedback from the citizen participant."

4. What are some problems in instructional materials related to a desegregated school setting?

Unrealistic and irrelevant materials and textbooks that are not multiracial in their approach present the greatest problems, according to most participants. Their comments included:

"We need materials to help develop the individual's concept of self as a positive and contributing member of the community."

"Some curriculum materials are biased."

"There's a need for individualized materials."

"All materials are geared to the white middle-class student."

"Predominantly black schools are still overcrowded and suffer from a paucity of instructional materials."

"Absence of Negroes in most textbooks...."

"As a rule, disadvantaged children present a problem to white teachers who have not been trained to differentiate instructional materials to a child's achievement level or to select appropriate learning materials for all children."

It was generally agreed that the traditional curriculum in elementary and secondary schools today is not meeting the needs of vast numbers of disadvantaged children.

5. What problems in classroom discipline are related to being in a desegregated school setting?

Discipline was identified by participants as one of the biggest problems in integrated schools. Their greatest concern in discipline seemed to be how to bridge the difference between the authority-oriented background of the black child and the permissive background of the white child? The following comments reveal participants' concerns about the different approaches to discipline in the two races:

"Differences in value systems between races."

"Pupils from an action-oriented culture (Negro) and teachers from a verbal culture."

"Physical approach of the Negro teacher as opposed to the non-physical approach of the white teacher."

"White teachers' 'missionary' approach to disciplining Negro students."

Another major problem was cited by both black and white participants: sensitivity about and fear of disciplining a child of the other race.

6. What problems in school system organization arise from school desegregation?

Most participants saw personnel transfers as the biggest area of difficulty. The following problems were mentioned specifically:

"Negro administrators are being displaced."

"The best Negro teachers are being siphoned off and are not being replaced at par value."

"Capable Negroes are not promoted."

"Negro teachers are forced into white schools against their will."

"White teachers do not like being identified with former all-Negro schools."

"Minority-group staff members are assigned to nonacademic areas such as physical education, typing."

Some participants said bussing was the most serious school organization problem stemming from desegregation:

"Black kids are not being bussed to schools in our area, though white kids are."

"White parents object to their children riding with Negro students and a Negro driver."

WHAT EVERY TEACHER NEEDS TO KNOW

-- TO BE MORE EFFECTIVE IN INTEGRATED SCHOOLS

If teachers are not being prepared to cope with these problems, what kind of help do they need?

Out of the role-playing, the group discussion, the bull sessions that took place during the TESI conferences, the following needs were revealed:

Future teachers need help in developing a better understanding of American class structure and the social structures of ethnic groups different from their own. They need to understand the values, motives, and aspirations of persons from different socioeconomic levels. They need to recognize that no segment of society has a monopoly on worthwhile values and behavioral patterns.

The behavior of lower-class youngsters often elicits from middle-class teachers scorn, resentment, rejection, hostility, and worst of all, fear. Teachers do not understand their idleness, their seeming purposelessness, lack of ambition. They are shocked by the sexual frankness, by the seeming inability to put off today's pleasures for tomorrow's gains, and by what they see as the lower-class parents' lack of interest in their children's progress in school. Teachers do not understand that their attempts to get lower-class children to behave differently may result in the children being rebuked or ridiculed by their parents and peers.

Teachers need to be aware that one's language is part of one's self. When a teacher implies or says to a youngster, "Your language is unacceptable to me," he may be saying, "You are unacceptable to me." Many teachers, because of deficiencies in their training, do not realize that in rejecting the behavior or speech patterns of a child they are also rejecting the child.

Teachers need to understand that learning problems are not based on racial differences. According to one conference participant, "Many white teachers tend to believe that Negro children are not as capable academically as white children are. It seems tragic that many of them don't realize that the learning problems they find so frustrating are not racially based but stem from the different background of deprived children." Teachers need to know that techniques and practices that have served them well with highly motivated white youngsters may not work at all with deprived Negro children.

Teachers need help in giving Negro youngsters greater awareness of and pride in their own cultural background. One teacher participant said, "Most of the staff in my school do not have the attitude necessary to teach this subject, but the majority of teachers are not prepared attitudinally."

Teachers need to know how to individualize instruction. "Many professors during my teacher training told me to meet individual needs, but I didn't feel they were trying to meet my individual needs," one participant said. "Our colleges need to do more for the concept of individualized instruction. In my classroom this year there are thirty individuals with varied backgrounds, with IQ's that range from 63 to 162."

Where Is Teacher Education Deficient?

Most teacher education institutions are doing an inadequate job of preparing teachers for integrated schools--that was the opinion of the majority of participants in the TESI conferences. And the teacher educators were even more critical of teacher education programs than were the student teachers and teachers. There was general agreement on the following deficiencies in many such programs:

o Inadequate Course Content

Teacher educators do not provide enough information about the nature of man and his basic individual social problems. Also, despite all the literature denouncing how-to courses in schools of education, there is an almost complete absence of courses on how to teach specific material.

Student teachers are given little, if any, exposure to multiracial student groups and to instructional materials and methods for integrated classes. Typical courses, seminars, and textbooks provide little real preparation for teaching in integrated settings. Courses do not require prospective teachers to take part in school and community activities from the time they begin their professional studies. Courses in human growth and development rely almost exclusively on textbooks and lectures instead of also involving students in childcare activities in a variety of neighborhoods and ethnic settings. "Pre-student-teaching experiences are pure rationalization," said one teacher educator, "and have little to do with what goes on." Curriculum courses rarely give students opportunities to observe curricula which have been adapted to diverse home environments and student needs--or opportunities to develop such curricula.

- Limited Resources

Colleges do not have enough books, periodicals and curriculum materials with special relevance to instruction of the disadvantaged. Student teachers, therefore, rarely encounter such materials until they enter an integrated school for the first time, if then.

- Not Enough Interracial Contact

This is probably the most serious indictment the participants made of today's teacher education programs. They felt that there is a great need for student teachers to get to know members of the other race in both a professional and social way. They need opportunities to develop greater sensitivity to their feelings; they need chances to work with them and plan with them.

Participants agreed that student teachers, during their teacher preparation, need experience in integrated schools with children of a variety of racial and cultural backgrounds. They felt that students would learn more from this direct experience than they would from textbooks or lectures.

"Most of our student teachers come from segregated schools," said a North Carolina teacher educator. "They've never experienced communication with the other race, even on a limited basis, and they have limited contact on our campus because only 5 percent of our enrollment is Negro and only 1 percent of our enrollment in teacher education is Negro."

- Students Not Involved in Policy Making

Many well-represented courses do not meet the real needs or expectations of the students, according to many participants. One reason for this, they felt, was the fact that students have no opportunity either to express their needs and expectations or to help plan their own educational programs.

- Professors Not Involved in Schools

Many participants felt that teacher education professors are often too far removed from the public schools to be effective.

"If you're going to teach people to be a part of a profession, then you have to be a practicing professional in that field at the same time," was one comment.

"Sometimes teacher educators insulate themselves from the public schools too much...maybe more than sometimes," remarked another participant.

IT WENT LIKE THIS....

A conversation between black and white students and faculty members from colleges in Tennessee and nearby states during the Teacher Education and School Integration Conference in Memphis in December 1967.

Chris (Trevecca Nazarene College, white): Well, the school I visited today, for one reason. I saw two races successfully integrated. Tell me I'm wrong.

Randolph: You're wrong.

Chris: Explain why.

Randolph: You're wrong because they may sit next to each other, they may be friends in class, but they don't visit each others' homes....Well, they might--if the black student's father had a Ph.D. and the white fellow's father only graduated from high school. Until this situation is alleviated in America, there will be no integration. This is what she's saying.

Phyllis: This is true. Please don't say it isn't true!

Chris: Why? If I believe it's not true, then I'm going to stand...

Phyllis: Have you the facts?

Chris: Do you have facts to say that it isn't a fully integrated system over there? I do. I talked to the colored assistant principal who believes it to the depths of his heart. That's my fact.

Phyllis: Well that's just...I don't get that. I didn't see that school. What I'm talking about is a black Ph.D. versus a white high school graduate competing....

Joe (Memphis State University, white): You're wanting Utopia overnight. It's not going to come.

Phyllis: I'm not asking for Utopi but I'm saying integration hasn't been successful....

Pete (Philander Smith College, black): Keep talking.

Phyllis: All right. Look at the white schools. Like I was asking him about the courses. We want to learn about black people for our self-concept but you should learn about us to get rid of these myths, these stereotypes--and then maybe you can see us as individuals with a culture, a culture you are willing to accept.

Charles: Okay, how can this be done? My field is music.

Phyllis: Let's go back to what I said before. Have you ever taken a course on black literature? Do you know anything about Negro music?

Charles: Jazz, yes. Spirituals, a little bit....I'm still asking you, how?

Phyllis: How many black professors have you at your school?

Charles: We have none. Is this how?

Phyllis: No subject matter, no professors....

Charles: But, but, see...

Phyllis: I was just asking.

Charles: Well, tell me, though. Don't ask me.

Phyllis: I don't know what to tell you! You have experts working on the problem. Out of Washington, D.C., they come whenever there's a riot and President Johnson, or whoever's in power at the moment, gets a committee to study what is going on in the country. These people are much more qualified than I am. Read the newspapers; see what they have to say.

George: You're saying that the white majority is still holding on very hard to its prerogatives and its powers, right?

Chorus: Right!

Windsor: I agree with you a thousand percent. But there's a change going on. It's very slow so, in general, it's still a society of the "haves" and "have-nots."

Phyllis: Yes. And if you want to ask which black people will benefit from all these changes, I'll tell you: It will be the ones who already have education, the ones with money and security.

Windsor: When you say you don't believe in integration, you're saying that you don't believe that the avenues we've tried to bring about integration have worked?

Phyllis: That's what I'm saying.

Windsor: Do you have an alternative?

Phyllis: Co-existence.

SOURCE: Student Impact: Forum of the Student National Education Association, December 1967

Why Do These Deficiencies Exist?

"We need more biracial experiences during the intern program." This was said again and again during the conferences. If there is general agreement about this need, why don't more teacher education institutions provide biracial experiences? Consider some of the reasons:

First, colleges are often reluctant to change their established programs in teacher education because it is easier to do it "the way we've always done it." It is hard for the faculty to initiate a different approach when one or more of the department members are opposed to change. Innovation requires new syllabi, more clearly stated objectives, more supervision to evaluate the effectiveness of a new approach, more critical analysis of the program--in short, much more work for the involved faculty members and students.

Assuming that the college does initiate this change, the second hurdle lies in the cooperating public schools. Top-level administrators want to help, and cooperation with the college is pledged. But somewhere down the hierarchy a supervisor or principal is opposed to the program. It is easy for him to fail to find a cooperating teacher willing to participate or, through procrastination, he can prevent the program from being activated.

If the program is endorsed by the entire school administration, the next step is to secure cooperating teachers who are willing to work with students of both races. White teachers may be found more readily than black teachers. But in some cases their missionary instincts antagonize their black student teachers, their use of "Nigra" or omission of black literature and pictures in their teaching, or their extreme politeness to preclude misunderstanding reduces the effectiveness of the intern program.

A Negro cooperating teacher, when asked to accept a white student teacher, may ask for time to think about it. He fears that if he refuses he may lose prestige or even his job. If he accepts, he fears the evaluation of white supervisors or unfavorable comparison with the white cooperating teachers.

(Once cooperating teachers are found and have the experience of working with student teachers of the other race, fears and misconceptions are more likely to fade and understanding to develop. By the end of the term, the cooperating teacher, the student teacher, the principal, the teachers down the hall, parents, and countless pupils may have profited from this biracial intern program.)

Student teachers, in some cases, are taught humanistic approaches to learning in their college classes, only to be faced with an authorization concept when placed in schools. Principals and teachers, black and white, all too often reflect the traditional misconception that children from low-income homes must be disciplined in a subhuman way. This conflict of approaches (humanistic vs.

authoritarian) must be changed before student teachers, black or white, can learn to be effective teachers of children, black or white.

"Black and white colleges should provide more biracial experience by coordinating their teacher education programs." This suggestion is a frequent one, and attempts are being made at such coordination--but many problems arise.

There is no uniformity in the academic requirements, organizational structure of the programs, or the scheduling involved. The greatest uniformity lies in meeting state requirements. Each college has its own requirements of the candidates for student teaching. These may range from the minimal state requirement to 40 or more hours of credit in education courses. Some institutions require that all course work be done before the student-teaching experience. Others permit student teaching combined with course work. Some require eight or nine weeks of work in the schools, others plan for a full quarter, semester, or year of internship.

Policies on the kind of public school involvement vary, too. Some colleges say the first three weeks should be for observation only; others prefer almost immediate participation by the student teachers in the school routine. Still others leave this matter to the judgment of the cooperating teacher. Almost no schools make interns members of teams or provide exposure to and criticism by several faculty members.

It is evident that coordinating a program involving biracial participants requires more uniformity in college programs. But what about academic freedom for each college to do what it thinks best for its student body? Would uniformity in the college programs stifle innovative approaches? These are unanswered questions, yet they are directly pertinent to making teacher education courses more relevant to today's situations.

The rigidity of state department regulations often constitutes a block to change in college programs. But most state departments will waive requirements for planned experimental programs. Closer communication and cooperation between state department officials and college curriculum committees is needed.

* * * * *

The purposes of the TESI conferences were not merely to identify the problems of teachers and pupils in desegregated schools and to point out the inadequacies of teacher education. Their most important goal was to suggest improvements in teacher education and to report what their own institutions were doing to prepare teachers for integration.

"We don't think any one of the ideas we discussed is the perfect solution," said one of the conference leaders. But one of the participants remarked, "At our university, we felt it was better to jump in and try something than sit around and wait for the perfect thing to come along."

Following are some of the ideas suggested and some of the new programs under way in Southern institutions of high learning. Included are some innovative projects that developed as a result of the TESI conferences.

Tutoring Opens the Minds of Student Teachers

At the University of Georgia, twelve hundred prospective teachers tutored black youngsters in ten elementary and secondary schools last year. Before they began, they were given two or three days of intensive orientation. Each tutoring student worked with an individual child for ten or more weeks, during which time he established a warm adult-child relationship. The tutors took the children to the library, to the zoo, to Atlanta.

This program has now been made a permanent part of the College of Education curriculum because it had such beneficial effects:

- It helped broaden the perspective of overprotected students who did not know much about poverty and who were racially naive.
- It helped the youngsters develop a faith in white people.
- It had a great impact on the black faculty of the schools involved; they had never had a close relationship with a white person.
- Although the program was directed to student teachers, it also provided a kind of in-service training for the regular teachers in the schools.

Summer Institutes Prepare In-service Trainers

After examining the things they heard and were exposed to at the Nashville TESI conference, a group of participants planned a summer in-service institute to expose principals, counselors, and teachers to similar experiences. The plan was that they would go back to their school systems and serve as leaders in teacher in-service training to promote sensitivity to the problems of integration. Participants in the summer institute would come primarily from schools with desegregated student bodies. Included would be a delegation of students from each school system, representing a cross-section of viewpoints in that system. They would be invited to interact with the teachers during the first two days. Simulated problems in integrated schools would be used to spark thought and discussion, as they were in TESI conferences. These would be followed by lectures, films, and panel discussions. Participants would also plan ways to use their new ideas and insights in their respective schools.

You Can Have Local TESI Conferences--Without Money

"We didn't have a cent of money, and let me tell you that you don't have to have money to help," said a TESI participant who went back home and planned a local conference involving Winston-Salem's one Negro college and two white colleges. Seventeen institutions sent representatives to the meeting, which lasted only one afternoon and one night, but "out of that came a fire that started some other fires in North Carolina." People came, and they paid their own expenses.

Universities Pool Resources for Teacher Education

Seventeen colleges, members of a university center, decided to pool their teacher education resources.

"The first thing we did was send letters to every college asking if they would like to join in this. Each agreed to send representatives to the initial meeting. There were seventeen members present at the first meeting, twenty-seven at the second, and the room was so full at the third we had to set up extra chairs."

It was an action group, with just one rule: Never leave a meeting without a plan to take action on a problem before the next meeting. With surprising speed the participants took the following action: (a) influenced the passage of state legislation so that a bill went through the House giving student teachers the same legal protection as regular teachers; (b) influenced the state superintendent of public instruction to give status to student teaching, and informed every local superintendent and principal in North Carolina that it is as much his responsibility to put student teachers in proper locations as it is for colleges to educate them. (A coordinated program now exists.)

The policy of student assignment is particularly important to Negroes. White teachers are being sent to Negro schools, but the Negro student teachers are not being sent to white schools in North Carolina, and this may be true in other states.

"This is the next matter we're going to take up," a North Carolina participant reported. "We plan to open our university consortium to superintendents and other school people, to supervisors and teachers, so everyone connected with the teacher who is to be trained can come in and talk frankly."

"Another tricky problem we plan to attack: How can college methods classes deal more effectively with the education of teachers who will eventually be working with different ethnic groups in the same classroom? We plan to have demonstrations of what is good and what is not good. Anybody will be able to come in and talk about this. We are going to do something about these problems. We are a doing group."

"There is one great weakness in most professional groups: The same group does not continue from year to year, so there is no continuity. You appoint a committee one year to do something and the next year it is not done. This group of ours is a continuing group with very few absences. The ratio of Negro to white is about fifty-fifty, and the beautiful thing is their comradeship in arms. We're all fighting for the same thing. And there is an honesty developing among us that makes it possible to tell it like it is."

Grab Bag of Ideas Offered Teacher Educators

Participants in five TESI conferences, after many idea-sparking and problem-solving discussions, emerged with the following suggestions for change:

- Give students a variety of opportunities to work with children of other races before they practice-teach. Such opportunities might include day-care centers, Head Start programs, tutorials, community centers, and tasks as teacher aides and program assistants in public schools.
- Include in courses the history, sociology, and psychology of minority groups; human relations; the culturally deprived child; and the legal, social and economic aspects of school integration.
- Take a problems approach in methods courses, using such devices as live observation, video tapes, and case studies and giving special attention to the problems of teaching in a desegregated school or a school in which a teacher is of the minority race.
- Use outside resource people with experience in desegregated teaching situations, such as recent college graduates now teaching in integrated schools, organizers of community education projects, public school administrators responsible for desegregation, and local human relations leaders.

- Provide students with opportunities to practice-teach in desegregated schools or on faculties where their race is in a minority.
- Expose students to innovation in curriculum development and give them experience in designing curriculum so that when they teach they will be better prepared to cope with learning problems and academic disparities unique to integrated classrooms.
- Arrange small discussions groups in which students can examine how their own values andthe values of others have been affected by the rapid social changes resulting from desegregation.
- Develop cooperative programs with nearby colleges of the other race, including joint seminars, panels, exchanges of professors and students, integrated pairing for practice teaching, tutorials, and other projects.
- Include black studies in the social studies curriculum.

They Let It All Hang Out, Strong Words, the Whole Bit.

"We had various in-service training programs where we could sit down and air our various grievances; we talked about it and we just let it all hang out. This happened because we had a new white principal whom I considered to be a real change agent. The first thing he did when he came to our school (all-Negro student body, integrated faculty) was to bring in experts in group dynamics and interpersonal problems. Such innovations as modular scheduling, small group interactions, large groups, self-study centers, and independent study were all part of this in-service training. As a result, there is now a different perspective on the total school program. By interchanging ideas we got to know the children together and to help each other. It was by no means a panacea, but there was some relief." So reported a TESI teacher-conferee.

Meetings in Homes Help Break Interracial Ice

It often seems easier to develop an atmosphere of warmth and friendliness when small, interracial meetings are held in individual homes. Perhaps it is the informality. Perhaps it is the feeling that one is accepted personally, as a guest, in spite of one's color. Whatever the reason, home meetings often help melt the ice in a racially mixed group.

One conference participant reported that a state department staff member brought mixed groups of students to his home, to break down the barriers. In another instance, two South Carolina colleges found it a good idea to move their interracial group session into a private home.

"We can break down college-level courses into smaller groups where closer relationships may develop. That is being tried now in some extension courses, where they plan to have groups within groups. These smaller groups take some of their meetings into homes, and we think this is a big step forward," said an educator from South Carolina.

Black and White Students Should Team-Teach

Participants suggested that a Negro student from one school and a white student from another school might be placed under one supervising teacher. As they develop joint lesson plans and work out problems together, close working relationships would emerge. This arrangement would be more productive than situations in which Negro and white students from different colleges are merely placed in the same schools.

Set Up a Central Agency for Student Placement

One participant asked, "Would it be too radical an idea to have a central agency, under or perhaps outside the department of education, to handle placement of all student teachers, regardless of race? This would take away the option of school systems to say they want only student teachers from College X, knowing that 90 percent of the students in College X are of one race."

This is already established in Columbia, South Carolina, where the colleges pool their resources and submit the names of student teachers together.

Black and White Student Teachers Exchange Assignments

"We went to a local school superintendent with the idea of placing some of our white student teachers in his Negro schools. Instead, he suggested the following idea, which we plan to try: Some students will spend six weeks with a group of Negro supervising teachers. A matched group will spend the same six weeks with a group of white supervising teachers. At the end of that period they'll simply change places. Thus, they will have two kinds of experience in one quarter."

Black Public School Students Visit Methods Courses

"One idea I had was that we need to bring into our college classrooms or methods courses Negro elementary and high school students who are articulate, who can tell us how they feel and what they expect from teachers, what their fears are. Two superintendents in our conference group have agreed to work with us on this. This will provide opportunities for our preparing teachers to become involved in multi- or biracial situations they wouldn't have had otherwise."

Seminars for School Administrators Now Biracial

"For years our college has invited public school principals, superintendents, and supervisors for seminars--a full day of instruction and informal contact with each other. For the past few years the seminars for principals have been biracial meetings during which they discuss problems in administering their schools. Most of the problems in recent years have been concerned with race. The seminars for supervisors have also become biracial. The superintendents' meetings have not, because there are no Negro superintendents in our state."

Graduate Education Course May Throw Out Textbooks

"Many schools in our area will be integrated this fall. The teachers and students need help for this move. We have a graduate extension course in home, school, and community relationships which is flexible enough to be geared to any problem. Instead of taking a textbook approach or generalizing about that subject, we can throw all that textbook material away and say this is a seminar on race relations or a workshop to prepare teachers in this community for the integration of their schools."

Colleges Might Exchange Video-taped Simulations

"What we've got to do is get to know each other. If white students can't go to a nearby Negro college, why can't a group of students from the two drama departments tape experiences and use the tapes in college classrooms as a basis for discussion? Many departments of the college would be involved in this."

College Plans Program To Change Community Attitudes

"I propose during the spring semester to approach some psychologists and educators in our area with this idea: to set up attitude-changing groups at the high-school level, with similar discussion groups for parents. (The relationship between home and school is always on a think balance; if we are going to get attitude change, it must come from both areas.) We're trying to get a grant for this experiment."